**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 3-1 Estimating Sums and Differences( 6th grade) ((((** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| MINI-MATH:   1. 9 x 6 2. Estimate $3.24 + $4.86. 3. What is the difference of 10 and -6? 4. Order these numbers from greatest to least: 1.06, 1.22, 1.687 5. Draw a picture to represent the equation s + 48 = 170 6. What is the area of a rectangle with a length of 4” and a width of 20? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context? 3. Ask the students, “What is the definition of estimate or estimation?” Have them write their response in their math journal. (To find an approximate answer or solution) 4. Share their response with a partner. 5. Share with the class. Class comes to a collective definition; teacher writes it on the board. 6. Share the word wall card; ask if they would like to modify their definition in any way. 7. Ask, “When might you only need to use an approximate answer or estimation?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Materials: 7 students; numbers 4, 4.5, 5, 4.1, 4.8, 4.9, 4.3 on paper, tape   1. Tape one number on each student. Have them go to the front of the class and order themselves from smallest to largest. 2. Repeat with numbers in the hundredths and thousandths. Discuss comparing place value. 3. Discuss when comparing numbers with decimals that .50 is where the number estimates to the higher number. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   1. Pass out whiteboard materials. 2. Write a series of whole and decimal numbers. Have the students order them from smallest to largest or largest to smallest. Students will explain why they ordered them the way they did. 3. Write various decimal numbers on the board; have the student estimate to the nearest whole number. Have students explain how they arrived at their answer. 4. Have the students estimate two whole or decimal numbers, then add or subtract them. Give answers in either whole numbers, tenths, or front-end estimation. 5. Guided Practice problems 1-7 on page 62 student edition | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  1. Students do Independent Practice (8-18) and Problem Solving (14-18) independently in math journal. Teacher walks around to monitor understanding and accuracy. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Assess using Quick Check 3-1 | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Based on results of Quick Check, reteach students are in small group with teacher; practice and enrichment groups are doing centers in small groups. | |
| **HOMEWORK** | |
| All students take the online quiz at home. Based on their results, they print a reteach, practice, or enrichment worksheet to be done independently. | |